DOCUMENT RESUME

ED 344 962 UD 028 630

TITLE	How Families Teach, Support, Learn, Make Decisions: Ways for Families To Help Children Do Better in School = Como las Familias Ensenan, Apoyan, Aprenden, Toman Decisiones: Como las Familias Ayudan a los Ninos a Mejorar en la Escuela.
INSTITUTION	Chapter 1 Technical Assistance Center, Hampton, NH. Region A.; RMC Research Corp., Hampton, N.H.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE	92
NOTE	19p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Multilingual/Bilingual Materials (171)
LANGUAGE	English; Spanish
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Decision Making; Definitions; Elementary School Students; Elementary Secondary Education; *Family Involvement; Family Role; Parent Child Relationship; Parent Conferences; *Parent Participation; Parents as Teachers; Secondary School Students; Social Support Groups; *Student Motivation
IDENTIFIERS	Education Consolidation Improvement Act Chapter 1; *Progress Reporting; *Supportive Learning Environments

ABSTRACT

This booklet contains ideas about how families can help children in school in the following basic ways by: (1) teaching their children; (2) learning new things to help their children learn; (3) supporting children and the school; and (4) making decisions about what and how children learn. For each of these areas, a chart is included so that families can evaluate and record their progress in specific activities. In addition, suggestions are given to help parents understand and use student progress reports. Another area discussed is meeting with the teacher and using the information from parent conferences. Definitions are provided for some terms commonly used in talking about Chapter 1 programs. A final section lists six resources that parents can turn to for more help in supporting children in school. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED344962

How families

Teach

Support

Learn

Make Decisions

Ways for families to help children do better in school

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

UD 028 630

Ways for families to help children do better in school

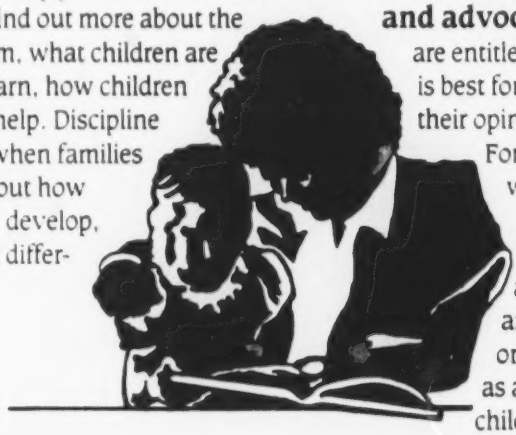
Teach, support, learn, make decisions

Every child—from pre-school to high school—needs help from parents (and others in the family) to succeed in school. Even parents who work or don't have much extra time or energy can find ways to be involved in their children's education. This booklet offers ideas for using your own talents and time to give your children the chance to do the best they can in school.

Families help children in school in four basic ways: by teaching them, by learning new things so they can help their children learn, by supporting children and the school, and by making decisions about what and how children learn. This booklet can be your own personal "report card" with ideas on what you and your family can do (or may already be doing!) for your children's education.

How do families *support* children? Support means to help, comfort and give strength to someone. On a basic level, families support children by providing food, clothes, protection, and health care. Basic support also includes giving praise and love, and encouraging children to do their best. It also includes giving children the feeling that the family wants and expects them to do well in school.

How do families *learn* to help children learn? As the saying goes, you learn something new every day. Everything *you* know can help your children learn. Families can find out more about the school program, what children are expected to learn, how children can get extra help. Discipline is also easier when families learn more about how children grow, develop, and change at different ages.



How do families *teach* children? Parents teach children from the day they are born—how to eat, speak, take care of themselves, play with other children, help with chores. When children start school, the parents' teaching job doesn't end. While the school knows how to teach math, reading, writing, history, and science, parents still teach in other ways. They show the importance of school and making sure homework gets finished. They help children understand homework assignments by talking about what they've already learned.

How do families *make decisions* and advocate for children? Families are entitled to make decisions about what is best for their children and to make sure their opinions are known by the school. For every parent, this means working with the teacher to make sure the school knows what you know about how your children learn and what their interests and needs are. Other parents serve on advisory committees and school councils as a way of being partners in their children's education.

The pages inside this booklet offer more ideas on how families teach, learn, support and make decisions to help children do better in school.

How do families

Teach

children?

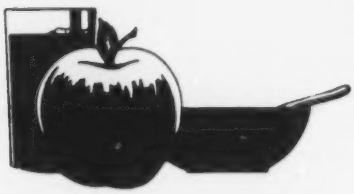
At home we do this...	Most of the time	Sometimes	Oops! Not enough	Need more ideas
Make reading or storytelling a part of our day.				
Play games together, especially those that require children to think.				
Talk with each other about everything. . . people, places, events.				
Let children help with everyday activities and pass on our special talents.				
Recognize that our children are learning values by watching how adults behave.				
Provide a time and place for homework, and ask children if they understand what they are to do.				
Use household chores to teach children how to complete a job.				

At school, we do this...	Most of the time	Sometimes	Oops! Not enough	Need school support
Share with schools the family's culture, tradition, language, and life experiences.				
Share a special skill or hobby by visiting the classroom.				
Tutor one or more children who need extra help.				
Work with other parents to offer after-school activities for children or families.				

How do families

Support

children?



At home we do this. . .	Most of the time	Sometimes	Oops! Not enough	Need more ideas
Make sure children have breakfast, either at home or at school.				
Make sure children get a good night's sleep.				
Talk with and listen to each other every day about what is going on at school and in the neighborhood.				
Show warmth and understanding towards each other.				
Make sure children go to school every day unless they are ill.				

For school, we do this. . .	Most of the time	Sometimes	Oops! Not enough	Need school suppor
Stay in touch with teachers through notes, phone calls, or visits.				
Go to parent-teacher conferences and ask for one if needed.				
Volunteer at school for field trips and other jobs when possible.				
Let teachers know when their efforts with our children have worked.				
Go to school events such as open house, plays, sports events, and awards ceremonies.				

How do families

Learn

to help children learn?

At home we do this...	Most of the time	Sometimes	Oops! Not enough	Need more ideas
Read and talk about all information sent home from school, such as the parent handbook and newsletters.				
Find out what children are learning about so homework can be reviewed.				
Read newspapers, magazines, and books to talk about events.				
Watch TV together and talk about what we see.				
Take advantage of family learning activities offered by youth groups, community centers, and libraries.				
Talk with other families about raising children, and school or neighborhood issues.				
Take classes offered at schools and community organizations to show that learning is important.				

At school, we do this...	Most of the time	Sometimes	Oops! Not enough	Need school support
Observe children in their classes at school at least once a year.				
Go to workshops that explain what the school is teaching and what the school values.				
Go to parent education classes or workshops offered by the school.				
Go to parent teacher conferences, and ask questions about what is expected in class.				
Meet with other parents at the school, to discuss first-hand any concerns.				

How do families

Make Decisions

and advocate for children's education?

At home we do this...	Most of the time	Sometimes	Oops! Not enough	Need more ideas
Keep folders of children's work to keep track of how they are doing in school.				
Call the teacher to check on children's progress.				
Fill out and return surveys or questionnaires when the school sends them home.				
Offer to hold a meeting of parents and school staff at our home to talk about the school program.				
Ask questions to make sure children are placed in a program that's right for them.				
Read the Chapter 1 information provided by the school and ask questions if we want to know more.				
Contact the teacher if children can't do the assigned homework or are not making good progress.				
Vote in community elections				

At school, we do this...	Most of the time	Sometimes	Oops! Not enough	Need school support
Tell the school staff about parents' needs, ideas, and concerns.				
Go to parent meetings to find out about Chapter 1 and other school programs.				
Help the school make connections to organizations and business that can help the school.				
Serve with other parents on parent committees or the school advisory council.				

About progress reports...

Schools report a child's progress to parents in different ways, but the basic purpose of progress reports is the same: to keep parents informed about what and how their children are doing in school.

Progress reports are usually based on information about a student that the teacher has gathered over a period of time, such as a school term or a semester. Teachers use many ways for deciding how a child is doing: homework, tests in class, class assignments, observing students as they work, and student participation in class are some examples.

"Her best subjects are. . ."

What should a report tell you? Regardless of what a progress report looks like, parents should be able to answer the following questions after reading one:

Is my child doing as much as he or she is capable of doing?
How is my child doing compared to others in the class?
What are my child's general behaviors and attitudes in school?

Different forms of progress reports. The report card that comes home every quarter or semester is usually thought of as *the* progress report. But there are other ways in which parents and teachers give each other information about students' progress. Conferences, telephone calls, home visits, parent visits to the classroom, and grade level meetings are some other examples of how parents find out about the progress of their children.

School policies on progress reports. Most schools will have a policy or system for informing parents about the progress of their children. This policy should state how often parents will receive formal reports, and what form those reports will take. However, at any time parents or teachers may request updates on student progress that go beyond the minimum stated in a policy if they feel it's necessary.

The regular classroom and the Chapter 1 program may report children's progress in different ways. If parents receive two different reports, they may want to ask further questions about what the results mean in relation to each other.

Chapter 1 programs are required to report to parents on the progress of their children. Chapter 1 regulations also require that each program make an effort to encourage parents to observe Chapter 1 activities at the school, conduct parent teacher conferences, and make Chapter 1 personnel available to parents.

Meeting with the teacher

One of the best ways to support your children is to stay in touch with their teachers, especially through parent-teacher conferences. Here are some ideas to make these meetings successful:

Before the conference...

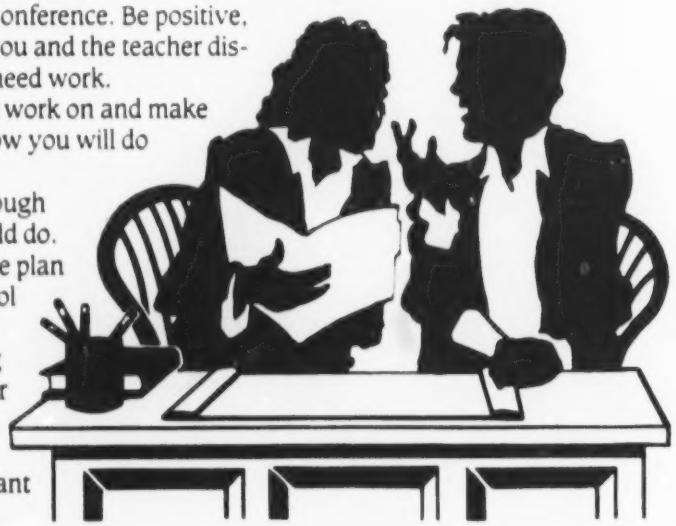
- Review your children's school work and report cards. Write down any questions you have.
- Think about your children's strengths and weaknesses so you can talk about them with the teacher.
- Talk with your children about what's going on at school: what they like best and least, what parts of school are hard for them.
- Send your questions to the teacher ahead of time.
- Bring health records or other documents the teacher or school requests.

During the conference...

- If you feel more comfortable, bring a translator or friend with you.
- Ask the teacher how your child is doing.
- Feel free to offer any information, advice, or opinions that you think are important.
- Ask questions when something is not clear or you want to learn more.
- Ask the teacher about his or her plans for teaching your child.
- Ask how you can help carry out that plan; what can you do at home to help?
- Talk about how you and the teacher will exchange news about how your child is doing in school.

After the conference...

- Talk to your child about the conference. Be positive, and point out the strengths you and the teacher discussed as well as areas that need work.
- Talk about the areas you will work on and make plans with the child about how you will do it together.
- Be consistent and follow through with what you said you would do.
- Let the teacher know how the plan is working, and call the school if you need more help.
- Praise your child for working hard to improve and do better in school.
- Ask for another conference, or call the principal, if you want more information.



Be confident! Remember that you are the main supporter of your child and know more about him or her than anyone else. Work together with the teacher and share any information, ideas, and opinions about your child's education. Both families and teachers want children to do well in school!

About some common Chapter 1 terms...

Teachers and other educators use some terms so often they become part of their everyday language. The list below provides quick definitions of terms you are bound to hear when talking to teachers about your children in Chapter 1.

Basic and advanced skills Basic skills are usually thought of as skills which can be memorized, such as the days of the week, numbers, and how to spell words. Advanced skills require the student to think rather than memorize. In Chapter 1 advanced skills include teaching students how to reason, analyze, solve problems, interpret, and make decisions.

Cooperative learning With cooperative learning, students work in small teams of students who have different ability levels. The students work together to master material originally presented by the teacher.

Educationally disadvantaged A child is educationally disadvantaged when his or her school performance is below the level that is considered appropriate for children of that age and grade.

Eligibility and selection Eligibility means which children may receive Chapter 1 services. To be eligible for these services, children must have certain academic needs. The school community decides what makes a child eligible for Chapter 1. Although many children may be eligible for service, the Chapter 1 program may not have enough money and staff to serve all of them. The process of selection helps schools decide which children are most in need.

Grade level When a child is "on grade level," he or she has learned how to use the skills children are expected to know in a certain grade.

Grouping Children are sometimes instructed in learning groups with other students who have similar abilities. A child may be in different learning groups depending on the skills being taught at a particular time.

Mastery A student has achieved mastery of a subject when he or she has learned the major skills and facts, and knows how to use them.

Parent Advisory Council (PAC) Parent advisory councils are groups of Chapter 1 parents, teachers, administrators, and other interested people who help plan and implement the Chapter 1 program. PACs are not required, but many programs have them.

Program improvement (for school and student) Schools must set goals for the Chapter 1 program and for students. If the goals are not met, the federal government requires the program to develop a plan for improvement. If a Chapter 1 *program* does not improve after one year, it must develop a joint plan with the state Chapter 1 office. If a *student* does not make progress for two years in a row, the Chapter 1 program must conduct a complete assessment of the child's needs and make changes in the educational services provided for that child.

Tracking In junior and senior high school, students are sometimes grouped together and take a series of courses according to their abilities. This practice is called tracking.

Parents have rights and responsibilities in their own roles as contributors to children's education. The companion brochure to this one, "How Families Teach, Learn, Support, and Make Decisions," offers ideas to parents for becoming involved in their children's education at home and at school. These brochures were produced by the Chapter 1 Parent Involvement Center, RMC Research Corporation, Hampton, New Hampshire. They are distributed through regional Chapter 1 Technical Assistance Centers and Rural Technical Assistance Centers. "Guidelines for Parent Involvement in Chapter 1 Programs" by Paul Weckstein, Center for Law and Education, was used as a source for some of the information in this booklet. Fall 1990. Printed on recycled paper.

For more help...

Center for Law and Education
This organization provides information to parents about the rights of children who are in special education, Chapter 1, or bilingual education programs.

Write to
Larsen Hall
14 Appian Way
Cambridge, Massachusetts 02138

or write to
236 Massachusetts Avenue, NE
Washington, DC 20002

National Coalition of Title I/Chapter 1 Parents (National Parent Center)
This organization provides a voice for Chapter 1 parents at the federal, regional, state, and local level. The coalition publishes a newsletter, provides training, and sponsors conferences.

Write to
Edmonds School Building
9th and D Streets NE
Washington, DC 20002,

or call 202-547-9286.

National Committee for Citizens in Education
This organization has publications for parents and other family members who want to learn how to become more involved in their children's education.

Write to
10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044

Parent-Teacher Associations
National, state, and local PTAs have many resources and materials that can be used at home and at school to support children's learning.

For a free list of publications, send a self-addressed, stamped envelope (business size) to
Publications List
National PTA, Department D
700 North Rush Street
Chicago, IL 60611-2571
Your local PTA may also have the list.

Libraries, learning centers, community colleges, adult education courses
Most communities have a variety of places where parents can take courses or find ways to learn new things for both themselves and their children.

Your children's school
Don't forget the most obvious place to go for help. . . for ideas on how to teach and support children, learn more, and be a decision-maker about your children's education, call the teacher, principal, the local parent advisory group, or other parents on your school's committees. Your school might also be able to get information on parent involvement from your state department of education.

This booklet is provided by your regional Chapter 1 Techical Assistance Center. Produced by the Chapter 1 Parent Involvement Center, RMC Research Corporation, Hampton, New Hampshire. Our thanks to Dr. Janet Chrispeels, San Diego County Office of Education, for conceptual and text contributions.

This brochure is printed on recycled paper.

Cómo las familias

Enseñan

Apoyan

Aprenden

Toman decisiones

Cómo las familias ayudan a los niños a mejorar en la escuela

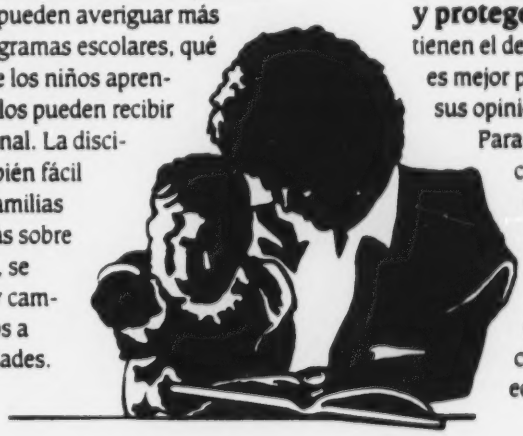
Enseñan, apoyan, aprenden, toman decisiones

Cada niño, desde el pre-escolar hasta la secundaria, necesita la ayuda de sus padres (y otros miembros de la familia) para tener éxito en la escuela. Aún los padres que trabajan o no tienen mucho tiempo o energía de sobra pueden encontrar la forma de participar activamente en la educación de sus niños. Este folleto ofrece ideas para que al usar su propio tiempo y talento, los padres puedan dar a sus niños la oportunidad de desempeñarse lo mejor posible en la escuela.

Las familias ayudan a los niños en la escuela de cuatro maneras básicas: enseñándoles, aprendiendo cosas nuevas para ayudar a los hijos a aprender, apoyando a los niños y la escuela y finalmente tomando decisiones sobre qué y cómo aprenden los niños. Este folleto puede ser su propia "libreta de calificaciones" con ideas acerca de lo que usted y su familia pueden hacer (¡o ya están haciendo!) por la educación de sus niños.

¿Cómo las familias apoyan a los niños? Apoyo significa ayudar, consolar y dar fuerzas a alguien. A un nivel básico, las familias apoyan a los niños dándoles comida, ropa, protección y cuidado de la salud. El apoyo básico también incluye premiar, querer y motivar a los niños a hacer lo mejor posible. También implica dar a los niños el sentimiento de que la familia quiere y espera que ellos se desempeñen bien en la escuela.

¿Cómo las familias aprenden para ayudar a los niños a aprender? Así como dice el proverbio, todos los días se aprende algo nuevo. Todo lo que usted sabe puede ayudar a su niño a aprender. Las familias pueden averiguar más sobre los programas escolares, qué se espera que los niños aprendan, cómo ellos pueden recibir ayuda adicional. La disciplina es también fácil cuando las familias aprenden más sobre como crecen, se desarrollan y cambian los niños a diferentes edades.



¿Cómo las familias enseñan a los niños? Los padres les enseñan a sus hijos desde el día que nacen: como comer, hablar, cuidar de si mismos, jugar con otros niños y ayudar con los quehaceres del hogar. Cuando los niños comienzan la escuela, la labor de enseñanza de los padres no termina. Mientras que la escuela sabe como enseñar matemáticas, lectura, escritura, historia y ciencias, los padres siguen enseñando de otras formas. Ellos señalan la importancia de la escuela y se aseguran de que las tareas se terminen. Le ayudan a los niños a entender las tareas asignadas mediante conversaciones sobre lo que ellos ya han aprendido.

¿Cómo las familias toman decisiones y protegen a sus niños? Las familias tienen el derecho a tomar decisiones sobre lo que es mejor para sus hijos y a estar seguros de que sus opiniones son conocidas por la escuela. Para todos los padres esto significa trabajar con el maestro para estar seguros de que la escuela sabe lo que usted sabe de como aprenden sus niños y cuales son sus intereses y necesidades. Otros padres participan en los comités de consejería y consejos escolares como forma de ser socios en la educación de sus niños.

En las páginas interiores de este folleto se ofrecen más ideas de cómo las familias enseñan, aprenden, apoyan y toman decisiones para ayudar a sus niños a desempeñarse mejor en la escuela.

BEST COPY AVAILABLE

¿Cómo las familias

Enseñan

a sus niños?

En el hogar hacemos esto. . .	La mayoría del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos mas ideas
Hacemos de la lectura y los cuentos una parte de nuestro dia. ▶				
Jugamos juntos, especialmente juegos que hacen pensar a los niños. ▶				
Hablamos de todo. . . gente, lugares, eventos. ▶				
Dejamos que los niños ayuden con las actividades dianas y compartimos nuestros talentos. ▶				
Reconocemos que los niños estan aprendiendo valores observando el comportamiento de los adultos. ▶				
Fijamos una hora y lugar para tareas y preguntamos a los niños si ellos entienden lo que tienen que hacer. ▶				
Usamos los quehaceres del hogar para enseñarles a los niños cómo terminar un trabajo. ▶				

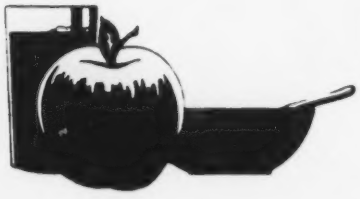
En la escuela hacemos esto. . .	La mayoría del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos ayuda de la escuela
Compartimos con la escuela la cultura, tradiciones, idioma y experiencias de la vida de la familia. ▶				
Compartimos un talento especial o afición al visitar el salón de clases. ▶				
Servimos de tutores a uno o mas niños que necesitan ayuda adicional. ▶				
Trabajamos con otros padres para ofrecer actividades después de la escuela para niños o familias. ▶				

BEST COPY AVAILABLE

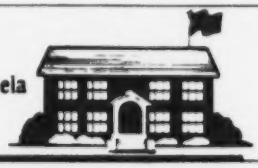
¿Cómo las familias

Apoyan

a los niños?



En el hogar hacemos ésto. . .	La mayoria del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos mas ideas
Estamos seguros de que los niños reciban desayuno ye sea en el hogar o en la escuela. ▶				
Estamos seguros de que los niños duerman lo suficiente. ▶				
Hablamos y escuchamos los unos a los otros todos los dias sobre lo que esta pasando en la escuela y en el vecindario. ▶				
Mostramos cariño y entendimiento el uno al otro. ▶				
Estamos seguros de que los niños vayan a le escuela todos lo dias a no ser que esten enfermos. ▶				

Para la escuela hacemos ésto. . . 	La mayroia del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos ayuda escolar
Estamos en contacto con los maestros por medio de mensajes escritos, teléfono o visitas. ▶				
Vamos a la reunión con los maestros y solicitamos una si es necesario. ▶				
Ayundamos voluntariamente en las y otras actividades en cuanto sea posible. ▶				
Demostramos nuestro agrade cimiento a los maestros cuando vemos que sus esfuerzos hechos por nuestros niños han sido productivos. ▶				
Vamos a las actividades de la escuela tales como exposiciones, obras de teatro, eventos deportivos y ceremonias de premiación. ▶				

¿Cómo las familias

Aprenden

para ayudar a los niños a aprender?

En el hogar hacemos ésto...	La mayoría del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos mas ideas
Leemos y hablamos de la información que la escuela ha enviado a la casa, tal como el manual de los padres y comunicados. ▶				
Averiguamos qué están estudiando los niños para poder revisar sus tareas. ▶				
Leemos el periódico, revistas y libros para comentar acerca de los acontecimientos. ▶				
Miramos televisión juntos y comentamos sobre lo que vemos. ▶				
Aprovechamos las actividades que ofrecen los grupos juveniles, centros de la comunidad y bibliotecas para aprendizaje de la familia. ▶				
Comentamos con otras familias acerca de la crianza de los niños y temas relacionados con la escuela y el vecindario. ▶				
Tomamos las clases que ofrecen la escuala y las organizaciones comunitarias para demostrar que el aprender es importante. ▶				

En la escuela hacemos ésto...	La mayoría del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos ayuda de la escuela
Observamos los niños en el salón de clase por lo menos una vez al año. ▶				
Vamos a talleres que explican lo que la escuela está enseñando y cuales son sus valores. ▶				
Vamos a las clases de educación para padres de familia o talleres ofrecidos por la escuela. ▶				
Vamos a la reunión de padres y maestros y hacemos preguntas de lo que se espera en la clase. ▶				
Nos reunimos con otros padres en la escuela para discutir directamente las preocupaciones. ▶				

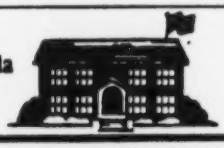
BEST COPY AVAILABLE

¿Cómo las familias

Toman Decisiones

y defienden la educación de sus niños?

En el hogar hacemos ésto. . .	La mayoría del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos mas deas
Archivamos el trabajo de los niños para seguir de cerca su rendimiento en la escuela. ▶				
Llamamos a los maestros para estar al tanto del progreso de los niños. ▶				
Llenamos y devolvemos las encuestas y cuestionarios que la escuela envia al hogar. ▶				
Ofrecemos nuestra casa para tener una reunión de padres y personal de la escuela para hablar del programa escolar. ▶				
Hacemos preguntas para estar seguros que el niño ha sido ubicado en el programa adecuado para él. ▶				
Leemos información que la escuela envia sobre el Capítulo I y hacemos preguntas si queremos saber más. ▶				
Avisamos al maestro si los niños no pueden hacer la tarea asignada o si no están progresando lo suficiente. ▶				
Votamos en las elecciones de la comunidad. ▶				

En la escuela hacemos ésto. . . 	La mayoría del tiempo	Algunas veces	No lo suficiente-mente	Necesitamos ayuda de la escuela
Comunicamos al personal de la escuela las ideas, necesidades y preocupaciones de los padres. ▶				
Vamos a las reuniones de los padres para averiguar acerca del Capítulo I y otros programas de la escuela. ▶				
Ayudamos a la escuela a hacer contactos con organizaciones y negocios que puedan ayudar a la escuela. ▶				
Servimos con otros padres en los comités de padres o en los consejos de asesoría. ▶				

BEST COPY AVAILABLE

Reunión con el maestro

Una de las mejores formas de apoyar a su niño es permaneciendo en contacto con sus maestros, especialmente a través de la reunión padres/maestros. A continuación ofrecemos algunas ideas para obtener buenos resultados de la reunión:

Antes de la reunión...

- Revise los trabajos de su niño y la libreta de calificaciones. Escriba las preguntas que tiene.
- Piense acerca de las destrezas y debilidades de su hijo para poder hablar de éstas con el maestro.
- Hable con su hijo sobre lo que está pasando en la escuela: qué es lo que más y lo que menos les gusta, qué clases son difíciles para él.
- Envíe por adelantado sus preguntas a la maestra.
- Traiga el expediente de salud o los otros documentos que el maestro solicite.

Durante la reunión...

- Si usted se siente más cómodo, traiga un traductor o amigo con usted.
- Pregunte a la maestra acerca del rendimiento de su hijo.
- No dude en ofrecer cualquier información, opinión o consejo que usted cree que es importante.
- Haga preguntas cuando algo no está claro o cuando usted quiere saber algo más.
- Pregunte a la maestra sobre sus planes para enseñarle a su niño.
- Averigüe cómo puede ayudar a implementar el plan y qué puede hacer para ayudar en el hogar.
- Póngase de acuerdo con el maestro para intercambiar impresiones sobre el rendimiento del niño en la escuela.

Después de la reunión...

- Hable con su niño sobre la reunión. Sea positivo y señale las destrezas que usted y la maestra discutieron así como las áreas en que necesita mejorar.
- Discuta las áreas en que se va a trabajar y haga planes con el niño de cómo van a trabajar juntos.
- Sea consistente y haga lo que usted dijo que haría.
- Deje saber a la maestra cómo se está desarrollando el plan y llame a la escuela si usted necesita más ayuda.
- Elógie a su niño por el esfuerzo hecho para mejorar y rendir más en la escuela.
- Solicite otra reunión o llame al director si necesita más información.

¡Confíe en sí mismo! Recuerde que usted es el apoyo principal de su hijo y sabe más acerca de él que cualquier otra persona. Trabaje con el maestro y comparta información, ideas y opiniones sobre la educación de su niño. ¡La familia y los maestros quieren que los niños se desempeñen bien en la escuela!

BEST COPY AVAILABLE

Para más ayuda...

Center for Law and Education
Esta organización ofrece información a los padres sobre los derechos de sus hijos que están en programas de educación especial, Capítulo 1 o educación bilingüe.

Escriba a
Larsen Hall
14 Appian Way
Cambridge, Massachusetts 02138

o escriba a
236 Massachusetts Avenue, NE
Washington DC 20002

National Coalition of Title 1/Chapter 1 Parents (National Parent Center)
Esta organización es el vocero de los padres a nivel federal, regional, estatal y local. La coalición publica un boletín, provee entrenamiento y patrocina conferencias.

Escriba a
Edmonds School Building
9th and D Streets NE
Washington, DC 20002

o llame al 202-547-9286

National Committee for Citizens in Education
Esta organización tiene publicaciones para padres y otros miembros de la familia que quieren aprender cómo participar activamente en la educación de sus niños.

Escriba a
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044

Parent-Teacher Associations
La oficina nacional y los grupos del PTA estatales y locales tienen muchas publicaciones y materiales que se pueden usar en el hogar y en la escuela para ayudar a los niños en su aprendizaje.

Para recibir una lista gratis de sus publicaciones, envíe un sobre (tamaño negocio) con su dirección y timbre de correo a:
Publications List
National PTA, Department D
700 North Rush Street
Chicago, IL 60611-2571
Su oficina local del PTA puede tener también esta lista.

Bibliotecas, centros de aprendizaje, universidades de la comunidad, cursos de educación para adultos La mayoría de las comunidades tiene una variedad de lugares donde los padres pueden tomar cursos o encontrar la forma para aprender nuevas cosas para el mejoramiento de ellos mismos y de sus niños.

La escuela de sus niños No se olvide del lugar más obvio para buscar ayuda. . . si quiere sugerencias para enseñar y ayudar a sus niños, para aprender más y para ser más efectivo en la toma de decisiones sobre la educación de sus niños, llame al profesor, director, grupo local de consejería de padres u otros padres en los comités escolares. Su escuela tambien puede recibir información del departamento de educación del estado sobre la participación de los padres.

Este folleto es distribuido por la oficina regional del Chapter 1 Technical Assistance Center (Centro de Asistencia Técnica del Capítulo 1). Producido por el Chapter 1 Parent Involvement Center, RMC Research Corporation, en Hampton, New Hampshire. Agradecemos a la Doctora Janet Chrispeels de la Oficina de Educación del Condado de San Diego por sus contribuciones conceptuales y el texto.

Este folleto está imprimido en papel reciclado.